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AUTHOR Akenson, James E.
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ABSTRACT

This paper suggests a model for the preparation of social studies teachers based on the writings of sociologist C. Wright Mills. In 1961 Mills stated that the purpose of social inquiry should be to help people understand the connection of their personal lives to the social structure, the institutional arrangements of society. Based on this statement, the author's model emphasizes the concept that every aspect of a social studies program should demonstrate to students how their lives relate to society. This Mills-based model (MBM) is described as preferable to the popular competency-based teacher education (CBTE) approach. The bulk of the paper critiques common CBTE components and describes a methods course which implements the MBM. One particularly successful element of the MBM course explores the public relations and corporate structure of McDonalds, the hamburger empire, in a way which can be relevant to teachers and children alike. (AV)

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A Mills Based Model for Preparation of Social Studies Teachers: An Alternative to CBTE Fragmentation

James E. Akenson
Tennessee Technological University
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Introduction

Competency Based Teacher Education (CBTE) currently exerts a strong influence in preparation programs for elementary and secondary social studies teachers. This discussion seeks to set forth a conceptual model for the preparation of social studies teachers which provides a cohesion lacking in existing CBTE programs. A model derived from the thought of C. Wright Mills and others provides a conceptual unity for the purpose and practice of social studies instruction within the teacher education program. A Mills Based Model (MBM) provides a clear conceptual focus regarding: (1) The use of social inquiry to clarify the relationship between personal experience and social structure, (2) The nature of a craftsperson-like mastery over techniques and materials used in social inquiry, and (3) A translation into the social studies classroom. The MBM helps the teacher educator avoid the trap of relying on behaviorally stated competence when in reality evaluation cannot be reduced to student outcomes. The MBM does not allow psychological learning theory and the enumeration of specific skills to be the "master" of the social studies preparation program, but rather a "servant." To establish the characteristics of the MBM for preparing social studies teachers, the discussion will analyze the purpose of social inquiry, the nature of craftsperson-like mastery in social inquiry, a critique of common CBTE components, and a description of a methods course which implements the MBM.

The Mills Based Model: The Purpose of Social Inquiry

Recent work in social studies education (Barr, 1977, Felder, 1978) points to a diversity of traditions and clientels concerning the purpose of social studies education. The structure of the disciplines, values

clarification, moral education and patriotic indoctrination have been competitors for centrality of focus in social studies education.

> Social studies has been defined by some as simplified social science; others have defended the social studies as being a fusion or integration of the social sciences. Some have believed that the social studies are the social sciences, and have chosen to use the term "social science education." Others, of course, have staunchly defended the social studies as instruction in patriotism and value inculcation, but there have likewise been those who have demanded value neutrality and scientific objectivity.[1]

Each position finds its champions, yet no position appears to realistically synthesize a wide variety of legitimate goals for social studies while maintaining a conceptual cohesion which avoids untenable extremes. A critique of each position can quickly illucidate the weaknesses of its limited conversation with the totality of human experience. Values clarification may prove to be too theraputic and unrelated to the study of institutional settings. The structure of the disciplines reifies latent values and ignores questions of citizenship, and so on and on. What proves lacking is a conceptually cohesive position which can be understood by the professional social studies educator, the professional social studies initiate, and the lay person alike. The thought of the late C. Wright Mills and others provides just such a conceptual framework which integrates many of the diverse goals of social studies education while compensating for the limitation of each position's "territory."

Writing in 1959, C. Wright Mills addressed himself to the task of setting forth the purpose of studying human behavior. In The Sociological Imagination, Mills identified the purpose of social inquiry in terms immediately applicable to the lives of everyday persons. The

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[1] Robert D. Barr, James L. Barth, and S. Samuel Shermis, Defining the Social Studies, (Washington, D.C.: National Council for the Social Studies, 1977), p. 1.

purpose of social inquiry, Mills argued, ought to help persons understand the connection of their personal lives to the social structure, the institutional arrangements of society. Without a clear understanding of the interplay, the connection between one's individual life and social structure, persons can only remain confused and unable to evaluate the situation in which they live.

> Nowadays men often feel that their private lives are a series of traps. They sense that within their everyday worlds they cannot overcome their troubles and in this feeling they are often quite correct. What ordinary men are directly aware of, and what they try to do are bounded by their private orbits in which they live: their visions and their powers are limited to the close-up scenes of job, family, neighborhood; in other meleux they move vicariously and remain spectators. And the more aware they become, however, vaguely of ambitions and of threats which transcend their immediate locales, the more trapped they seem to feel.[2]

Seeing beyond the immediately visible aspects of personal experience to social structure, to institutional arrangements suggests that certain questions become particularly significant: What is the structure of this particular society as a whole? What are its essential components in this society and how are they related? What varieties of men and women now prevail in this society and in this period? And what varieties are coming to prevail? In what ways are they selected and formed, liberated and repressed, made sensitive and blunted?[3] Social inquiry geared to such questions and geared to making clear the connection between personal experience and social structure thus helps persons clearly see their lot in life. Day in and day out, each individual finds pressures from job,

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[2] C. Wright Mills, The Sociological Imagination, (New York: Grove Press, Inc., 1961), p. 3.

[3] Ibid., pp. 6-7.

family, school, friends, and government which brings social structure "down" on the individual. Personal experience can be understood in terms of the conformity and the freedom which the seemingly invisible social structure holds out to the individual. Social inquiry results not only in knowledge for the scholar, but in turn gives back to the layperson greatly needed insight, which in turn may be used to change "the way things are."[4]

Translated into simple terms an orientation towards linking personal experience and social structure may be observed in the common experience of eating at McDonald's. Virtually every American at some time can claim to have ordered a Coke, Big Mac, and french fries at McDonald's. By going into McDonald's to satisfy the hunger, every person becomes caught up in a complex of institutional arrangements which gives greater meaning to hunger than one ordinarily imagines. The personal experience of eating at McDonald's cannot be satisfactorily understood in terms of personal food preference and biological activity between the digestive system and the brain. By walking into McDonald's to satisfy the biological hunger drive, each person becomes caught up in a complex web of institutional arrangements.

> "Hunger" involves a relation between the tremblings of the stomach wall and the feelings of its pangs, but such hunger processes are relevant. . . primarily in specific variety of social contexts.[5]

Patronizing McDonald's helps sustain the health of a multinational corporation by ensuring a cash flow sufficient to generate profit, sustain

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[4] John O'Neill, Sociology as a Skin Trade, (London: Heinemann, 1972), p. 7.

[5] Hans Gerth and C. Wright Mills, Character and Social Structure, (New York: Harbingen Books, 1964), p. 16.

growth through new investments, pay executives , pay owners, pay managers, pay crew, and to sustain an expensive media campaign. McDonald's methods of organization include well paid corporate executives, a cadre of well-trained and obedient owners and managers, and a large number of youthful low-paid crews who carry out the bulk of the labor in food preparation and customer transactions. Such corporate organization and rewards reinforces the existing divisions of power, wealth, and status within American culture. McDonald's ritualizes behavior of executives, owners, and restaurant crews through an extensive socialization training program carried out at Hamburger University in Chicago, Illinois. Social inquiry takes the commonplace experiences such as eating at McDonald's and makes clear the connection of the personal experience with the social structure encountered in this simplest of acts. The total range of acceptable McDonald's behaviors ranging from food preparation techniques to supervision and training of restaurant crews finds its transmission to ensure the survival of the McDonald's institution. In turn, owners and managers train McDonald's crew members to rigidly follow food preparation techniques and to rigidly follow rituals for interacting with the customer.[6] Standardization of varied behaviors makes possible the mass production of food items such that one Big Mac tastes like another Big Mac regardless of where purchased. The standardization in parts and production techniques characteristic of technological culture since the Industrial Revolution finds itself demonstrated throughout the McDonald's empire. Within McDonald's, one finds the existing social structure reproduced and sees evidence related to Mill's major concerns.

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[6]For a complete discussion of McDonald's, see the Journal of American Culture, Summer, 1978, Vol. 1, No. 2. "Focus: The World of Ronald McDonald."

The person entering McDonald's finds his or her life connected to a vast institutional network. Within the single institution of McDonald's, one observes repression as well as liberation, and the kinds of men and women common to this particular society in which we live.

The MBM orientation toward social inquiry does not stop short at making clear the connection between personal experience and social structure. The MBM states clearly that social inquiry possesses a dimension geared to participating in, and acting on, the social structure.

> The moral and intellectual promise of social science is that freedom and reason will remain cherished values, that they will be used seriously and consistently and imaginatively in the formation of problems.
>
> Freedom is not merely the chance to do as one pleases: neither is it merely the opportunity to choose between set alternatives. Freedom is, first of all, the chance to formulate the available choices, to argue over them--and the opportunity to choose.[7]

Such a position does not stop short at objective social inquiry merely for the sake of objective social inquiry. Rather, social inquiry at times results in democratic decision making as an integral component. Social inquiry can first help illucidate the root of problems and then involve persons in formulating and choosing between possible courses of action. Such a perception places the purpose of social inquiry within a framework seeking to involve students in making decisions, participating in democratic processes, and internalizing positive attitudes toward democratic values. The MBM, however, does not imply citizenship in an indoctrinational framework nor a values analysis/moral development framework devoid of the social inquiry necessary to make clear the social structure roots of personal problems. The MBM orientation implies that

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[7]Mills, p. 173.

persons should ultimately exert control over their destinies, yet to see clearly the magnitude of the problem and the task to be considered. In social studies, the scope of action may range from taking a position on an issue to taking action to become involved in influencing the outcome of an issue.

The Mills Based Model: Mastery of Social Inquiry

A second major dimension of the MBM deals with the logical and alogical dimensions of social inquiry needed for mastery by the practitioner. Current definitions of social inquiry use a model which articulates a series of step-by-step procedures designed to produce scientific knowledge. In one variation or another, inquiry is defined as observing, classifying, posing hypotheses, testing hypotheses, and generalizing.[8] In short, inquiry is defined as the common conception of the scientific method. Such rigid step-by-step definitions, however, represent a reconstructed logic which poorly approximates the actual process of inquiry.[9] A reconstructed logic represents an after-the-fact, cleaned-up, "show-case" description presented by an inquirer when reporting the results of an inquiry. Slavish adherence to the reconstructed logic ignores the play of personal life experience, the interplay between ideas and data, and the role of imagination and intuition during inquiry.

> To have mastered method and theory is to have become a self-conscious thinker, a man at work and aware of the assumptions and the implications of whatever he is about.

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[8] Thomas S. Popkewitz, "Myths of Social Science in Curriculum," Educational Forum, 60 (March, 1976), pp. 319-320.

[9] Abraham Kaplan, The Conduct of Inquiry, (San Francisco: Chandler Publishing Co., 1964), pp. 8-9.

> To be mastered by method or 'theory' is simply to be kept from working, from trying, that is, to find out about something that is going on in the world. Without insight into the way the craft is carried on, the results of the study are infirm. . . every working social scientist must be his own methodologist and his own theorist, which means that he must be an intellectual craftsman.[10]

Avoiding the pitfall of rigid adherence to an artifical set of step-by-step procedures means that social inquiry must combine the logical and alogical dimensions. The person, the techniques and procedures, imagination and intuition all interplay and combine into a complete process of inquiry which does not always proceed in a linear, step-by-step manner.

Social inquiry advances with the intimate participation of the personal life of the inquirer. Personal life experience can help lead inquiry to truth as well as to error.

> . . . this means. . . that you must learn to use your life experience in your intellectual work; continually to examine and interpret it. In this sense craftsmanship is the center of yourself and you are personally involved in every intellectual product upon which you may work. To say that you can 'have experience,' means, for one thing, that your past plays into and affects your present, and that it defines your capacity for future experience.[11]

Gouldner (1970) points out the manner in which sociological theory developed through the interplay of personal and institutional experiences of Talcott Parsons. During the Depression, Parsons developed sociological structural-functionalism at the most abstract level. In simple terms, structural-functionalism likened society to a biological organism. Each institution within society may be thought of as an "organ" with a specific job to pe form. As each institutional organ performs its job, it helps related organs and contributes to the overall well being of the social

[10] Mills, p. 121.

[11] Ibid., p. 196.

organism. For example, the family "organ" raises children and the school "organ" teaches children with "both organs" supporting each other and contributing to the overall good of the total organism, society. Beneath all the sociological abstractions of Parsons' abstract theory, however, rested a variety of latent values derived from Parsons' personal life. Parsons grew up in a middle-class home in which he continually experienced a pleasant life which rewarded effort to achieve goals. During the Depression, Parsons enjoyed the security of a Harvard appointment and viewed the economic and social misery from afar. The rise of facism and communism in Europe, as well as the Depression in the United States, threatened the order which Parsons cherished. Given Parsons' personal experience, structural-functionalism took on qualities which served to make a subtle defense of the existing order through sociological theory which emphasized the smooth functioning and interaction of institutions, while ignoring the inequities and conflicts within the system. In short, Parsons' abstract sociological theory may be viewed "as a conservative manifesto. . . a response to the crisis of his times. . . expressing a middle-class conception of, and response to, the crisis."[12] Deep within Parsons' seemingly abstract theory lie latent values drawn from personal experience of everyday life.

Imagination and intuition also relate to the conduct of inquiry. Imagination refers to the ability to create new arrangements of ideas which go beyond established theory and fact. Intuition refers to the ability to shuttle back and forth from logical to unconscious thought in

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[12]Alvin W. Gouldner, The Coming Crisis of Western Sociology, (New York: Basic Books, Inc., 1970), pp. 195-197.

order to discover new relationships between ideas and data.[13] Basic sociological concepts such as mass society, alienation, anomie, rationalization, community, social class, and disorganization resulted from imaginative leaps based upon personal life experience of the social scientist who formulated them. Indeed, "not one of these ideas is historically the result of the application of what we are today pleased to call the scientific method."[14] Emile Durkheim combined the personal experience of loneliness while living in Paris with an imaginative creation to set forth his theories dealing with alienation in mass society. Durkheim utilized a "profound imaginative group" by drawing on personal life in the everyday world through "internal and only partly conscious states of mind."[15]

> . . . is impossible. . . to entertain seriously the thought that these major ideas were derived in a manner comparable to what we think of as scientific methodology. Can you imagine what would have happened had any one of them been subjected, at the moment following its inception, to a rigorous design analysis? Can anyone believe that Weber's vision of rationalization in history, Simmel's vision of metropolis, or Durkheim's vision of anomie, came from logico-empirical analysis as this is understood today. Each was reacting to the world around him, even as does the artist. .[16]

Imagination and personal experience interplay such that new concepts, new theories, and new explanations may spring into existence. As such, the social scientist works like an artist to create new arrangements of theory and fact which may be subsequently verified. The thought patterns most frequently characterizing the artist--imaginative and intuitive skills--

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[14]Robert Nisbet, "Sociology as an Art Form," Sociology on Trial, ed. Maurice Stein and Arthur Vidich (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 149.

[15]Ibid., p. 155.

[16]Ibid., p. 156.

further undermines the step-by-step procedures of the reconstructed logic. Linear steps prove inadequate as a model of inquiry and serve only to straightjacket the inquiry process. "Anything that shrinks the field of experience and imagination, that in any way diminishes the sources of inspiration, that routinizes the workings of the intelligent mind, is to be regarded with suspicion."[17]

In sum, the MBM recognizes that social inquiry makes use of the logical and alogical capacities of persons in the fullness of their lives. The MBM sets forth an ethical purpose for social inquiry which helps individuals see clearly how their lives interact with the institutional arrangements of social structure. Social inquiry does not result in abstract knowledge, but ideally gives back to persons the tools for understanding and ultimately participating in the formulation of possible courses of action. The MBM provides a direction and balance which avoids the excess of therapy while being personally relevant, avoids the abstract dust of institutional arrangements while dealing with the fundamentals of social structure, and avoids citizenship activities without being grounded in disciplined social inquiry. The MBM provides conceptual power and clarity which readily translates into useful practice in the preparation of social studies teachers and in the everyday world of the social studies classroom. It is from the framework of the MBM that common aspects of CBTE may now be analyzed.

CBTE: A Critique

A vast amount of writing and research exists concerning CBTE. The most useful source, however, for analyzing CBTE in social studies education

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[17] Ibid., p. 155.

comes from the National Council for the Social Studies. Bulletin 56, Competency Based Teacher Education: Professionalizing Social Studies Teaching (1978), provides commonly accepted definitions of CBTE, as well as sets forth the relationship of CBTE to social studies education. Interestingly, the NCSS bulletin contains but one article by an author clearly identified both with the CBTE movement and with the social studies profession. The remaining articles represent authors responding to CBTE from the vantage point of social studies educators or authors known for their leadership in the CBTE movement. CBTE appears to be an interesting viticultural graft in the vineyard of the social studies profession.

CBTE possesses several characteristics rooted in notions of systems analysis and in psychological considerations of individualized learning.

> Competency based education is distinguished by its concern for goals and objectives, for making them explicit and public, for providing instructional opportunities which enable attainment of the objectives, for learner accountability, and for regenerative processes based upon data and feedback. It is systemic. It recognizes the intricacies of instructional systems and strives to design a complex of learning-teaching elements which are compatible one with the other and with the whole and its purposes.[18]

At all levels of the teacher preparation program, CBTE seeks to state objectives in clearly defined terms with the ultimate goal being the demonstration of teaching skills resulting in the attainment of specific learning by students. Ideally, both the performance of the undergraduate demonstrating teaching competence and the learning of the children being taught should be measurable. CBTE programs frequently stress mastery learning through individualized instruction delivered by a module. Each

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[18] Robert B. Howsam, "Challenges in Professionalizing Social Studies Teaching," ed. Dell Felder, Competency Based Teacher Education: Professionalizing Social Studies Teaching, (Washington, D.C.: National Council for the Social Studies, 1978), p. 3.

module is self-paced, provides options to achieve mastery, states objectives which specify what must be demonstrated, and includes pre- and post-assessment.[19] While interesting, this critique does not focus on individualization as an element of concern. Modules and individualization may or may not be interesting and enjoyable to the undergraduate, but their implementation does not ensure a conceptual thrust to social studies consistent with the MBM framework. Individualization of instruction varied learning experiences, and explicitly stated objectives does not necessarily equal a valid framework for theory and practice of social studies. Numerous other critiques have clearly pointed out that the "assumption that in teaching the whole is merely the sum of the parts. . . is a notoriously inadequate description of . . . teaching" and that measurement proves difficult and myopic.[20] The following examination of elements in CBTE will thus proceed through the MBM orientation in order to demonstrate specific concerns related to the conceptual framework and related implementation of the CBTE model.

Four sets of competencies often characterize the social studies methods component in a CBTE program at the University of Houston. The four sets of social studies competencies are labelled (1) Goal Determination in the Social Studies, (2) Instructional Design, Strategies, and Materials in the Social Studies, (3) Implementation and Demonstration in Social Studies, and (4) Consequences and Evaluation in the Social

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[19] Loye Y. Hollis, "Competency Based Teacher Education: Past, Present, and Future," Competency Based Teacher Education: Professionalizing Social Studies Teaching, Bulletin 56, (Washington, D.C.: National Coundil for the Social Studies, 1978), p. 51.

[20] Harry S. Broudy, A Critique of Performance-Based Teacher Education (Washington, D.C.: American Association of Colleges for Teacher Education, 1972), p. 3.

Studies.[21] Basically the components deal with the purpose of social studies, how to make social studies materials and design learning activities, how to show one's ability to conduct social studies lessons, and how to evaluate if students learned what they were taught. In keeping with explicitly stated objectives, the competencies are stated in carefully structured levels of difficulty and areas of emphasis.

> 1.1 Given literature reflecting various positions regarding the goals of social studies education, the student will be able to identify at least three philosophical positions for teaching social studies and explain the relationship of purpose, content, and methodology for each position.
>
> 1.4 Having established his or her own beliefs concerning the purposes of social studies, the student will be able to construct and evaluate a set of instructional goals which could serve as the basic framework for developing a comprehensive framework program.
>
> 3.1 The student will be able to describe each social science discipline in terms of an imposed body of knowledge, a method of investigation, and a proof process.[22]

Taken individually and collectively, such objectives do not assure an integrated, balanced conception of social studies as reflected in the MBM. Identification of competing philosophical positions does not necessarily mean that the balance provided by the MBM will emerge as the student demonstrates competence for objective 1.4 dealing with internalization of a personal orientation toward social studies. Despite overall goals to the contrary, it appears feasible for a student to establish an orientation toward social studies which one-sidedly stresses

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[21] Carl E. Shomburg, "Integrating the Social Studies Component in a CBTE Model," ed. Dell Felder, Competency Based Teacher Education: Professionalizing Social Studies Teaching, Bulletin 56, (Washington, D.C.: National Council for the Social Studies, 1978), p. 64.

[22] Ibid., pp. 64-65.

other philosophical orientations. The stated objectives offer an introduction to the philosophical confusion and competing positions within social studies without providing the MBM conceptual framework through which a balanced evaluation of competing positions could take place. Stated behaviorally, the problem is simple: Given the absence of the MBM framework, the program developer will develop individualized, self-paced modules which develop the competency to identify three or more philosophical positions such that the student can develop a personally meaningful commitment to social studies. The riderless horse should pull up its boots and trot in an appropriate direction.

Goal 3.1 further points out the problem accentuated by the absence of the MBM orientation. Identifying each social science discipline and its proof process does not necessarily make clear the underlying thrust of their seemingly diverse approaches. The MBM model clearly states that the articulation of relationships between personal experience and social structure provides the thrust for social inquiry. The MBM orientation provides the integrating conceptual focus for purpose as well as methods of investigation and proof processes. Each discipline provides a different set of lenses for investigating and interpreting the social world. Power, social class, institution, personality, and gross national product all represent concepts drawn from disciplines and set within differing analytical frameworks. The MBM suggests that varied concepts from varied disciplines poses an underlying unity of purpose and method of inquiry.[23] For example, an apparent lack of relationship between anthropological concepts and economic concepts takes on a new

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[23] Abraham Kaplan, The Conduct of Inquiry, (San Francisco: Chandler Publishing Co., 1964).

focus when viewed within the MBM framework. Cultural change, cultural diffusion, and enculturation all relate directly to such concerns as goods and services, labor, and capital. One need only to return to an examination of McDonald's to recognize that the world wide diffusion of an outpost of American culture depends upon the availability of McDonald's capital and inexpensive labor properly enculturated into basic American values such as hard work and cleanliness. The MBM suggests an ultimate unity of inquiry among the various disciplines with the recognition of logical and alogical dimension to inquiry. Neither can the concepts, theories, and proof processes of the respective disciplines be understood as separate from the personal experiences and alogical abilities of the practitioners,[24] as illustrated by the work of Parsons. Providing undergraduates a module in which they define the social disciplines cannot qualify as a competency which helps create a conceptual unity equal to the task of social studies teaching.

Similar sets of commentaries may be offered concerning other CBTE programs. One individualized social studies methods course offers students little conceptual clarity, but the enjoyment of individualization without the usual three class meetings per week. The first task of the Individualized Social Studies Methods Class module includes:

A. Write a definition of social studies in your own words.

B. Interview ten people of varying ages and occupations. At least half of those interviewed should be people with whom you are not closely associated. Ask the people you interview the following three questions. (Add other questions if you desire.)

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[24] Thomas S. Popkewitx, "The Latent Values of the Discipline-Centered Curriculum," Theory and Research in Social Education. Vol. V, No. 1, (April, 1977), pp. 41-60.

1. What does the term "social studies" mean to you?
2. What social studies experiences did you have in elementary school that you remember?
3. How much importance should be given to social studies as related to math, science, reading, etc.?[25]

Creating one's own definition and interviewing persons does involve students rather than making them passive recipients of information. However, writing the definition out of the undergraduate's recollections or interviewing does not suggest that a strong conceptual clarity can be achieved. The undergraduate and the informants have themselves been mustered out of schooling which followed basic patterns of social studies instructional sequence and topics. Definitions based upon experiences with community helpers, modern problems, and doses of American history hardly constitute the raw material from which the MBM clarity of purpose can be fashioned. Inquiry and the social science disciplines also find space within the individualized course, but they too suffer from the lack of awareness concerning the alogical dimensions of the MBM model. Once again active involvement and individualization do not in themselves constitute the key element for evaluation. Inquiry receives formal definition through undergraduates reading a chapter on inquiry in a social studies methods text. The bibliography lists a variety of texts from which to choose, but the standard social studies texts do not deal with the alogical dimensions of the MBM. Writing a definition of each of the social sciences based upon two methods texts suggests that the MBM focus could not be achieved. Undergraduates may respond positively to such individualized modules: "I liked working at my own rate and being responsible for completing, handing in the materials, and being tested when I was ready."[26]

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[25] E. Riley Holman, Individualizing A Social Studies Methods Class for Elementary Teachers, (Unpublished paper, 1977), p. 4.

[26] Ibid., p. 9.

The individualization, however, does not create conceptual unity of the MBM. Stated as a formula, Individualization + Involvement ≠ Conceptual Clarity in Scoial Studies. Stated as a mathematical thereom, two positives do not necessarily equa a third positive.

A module from another CBTE program can point out more dramatically the void created in CBTE when the MBM proves absent. Module 2.12, Using Role Playing the the Primary Grades provides a prospectus, prerequisites, pre-assessment, learning activities, post-assessment, and remediation suggestions. The role playing module carefully breaks down the techniques of managing role playing situations into specific steps. Step 1 helps "Set the Mood."

1. Get pupils' attention. (e.g., "Almost everyone is listening. We can't begin until everyone is listening.")

2. Discuss a situaltional story from a previous day. (e.g., "Remember the story we discussed yesterday about Anthony who took Lisa's eraser without asking. He didn't ask because he wasn't to talk in class. Remember how, after discussing the situation, we arrived at several possible solutions. Who can tell me at least one of the possible solutions?")

3. If you are attempting role playing for the first time, you might want to use questions to help motivate the children. (e.g., "How many of you like to pretend?" "How many of you would like to be actors?" And, "Today is going to be a fun day. I'm going to tell you a story which has a problem in it. We're going to 'act out' our feelings about the problem and try to find a solution to it. This is the role playing we discussed a few days ago.")[27]

The role playing module clearly outlines the remaining nine steps which detail how to present and clarify the situation, select players, instruct the audience, guide the action, discussion of action, selection of alternative solutions, and comparison of the solutions. The module fails to

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[27] Pauline Giles, Module 2.12, Using Role Playing in the Primary Grades, (Unpublished paper: University of Nevada at Las Vegas, 1975), p. 3.

relate role playing and role playing situational stories to the MBM concern for relating personal experience and social structure. The situational story "The Big Cookie" clearly illustrates the weakness.

> It is lunch time for the second graders. They are all seated at the tables in the lunch area. Jeanna has a large oatmeal cookie in her lunch. She has placed it on the table while she is eating her sandwich. Suddenly, Louis reaches across the table, seizes the cookie and starts eating it. What can Jeanna do?[28]

Obviously, children engaged in role playing such a situational story do a variety of worthwhile thinking beyond the factual recall level and are actively involved in a variety of ways. The situational story, however, cannot be related to social structure given the material provided within the module. The institutional roots of such interpersonal conflict stem from a variety of attitudes, values, and structural arrangements and cannot be completely understood without reference to them. The role playing module does not suggest connections of Jeanna's problem to social structure--sex role training, social class, etc.--and thus, miss a crucial dimension of the MBM orientation. The module itself cannot provide a clear thrust to linking personal experience with social structure. Pre-assessment, post-assessment, carefully outlined steps, and even diagrams for studio arrangement during video taping do not deliver the MBM orientation unless the MBM is viewed as an essential starting point and orientational framework.

The preparation of instructional materials and strategies represents a second major thrust of CBTE programs. In the University of Houston program, this second element is labeled Instructional Design, Strategies, and Materials in the Social Studies. Essentially, the thrust deals with

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[28] Ibid., p. 11.

providing undergraduates the opportunity to translate abstractions concerning social studies and learning theory into materials and activities for children. Sample competencies include:

1.1 The student will be able to identify the commonalities of social studies instructional design including concepts and generalizations, value orientations, and modes of inquiry.

1.2 The student will be able to identify, explain, and demonstrate various models for teaching the social studies.

1.3 The student will be able to identify and establish a set of learning materials appropriate to the models used in the learning experiences developed.[29]

A similar thrust may be found in the Individualized Social Studies Methods Class Project I-Planning.

The Format includes:

I. Title

II. Background Information
This section includes hypothetical information about the kind of group for which the unit is planned, that is grade level, number of students, approximate achievement level, why the unit would be important, the kind of area in which the unit will be presented, etc.

III. Both conceptual and behavioral objects are listed in this section.

IV. Initiation
This involves the introductory experience. The way in which the unit will be introduced. Usually important to introduce it with some kind of major experience.

V. Content Material
In this second each major concept and behavioral object is repeated. Important material related to that concept is written. Learning experiences that help to teach the concept are listed. It is best to list many more learning experiences than will be actually used when the material is presented in lesson form. This allows for choice of experience. Not all concepts are repeated in this example.

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[29]Shomburg, "Integrating the Social Studies Component in a CBTE Model," p. 65.

VI. Evaluation
This includes possible ways of evaluating students as well as the unit itself. If a test is part of a behavioral objective, it should be included.

VII. Bibliography
There should be at least two sections in this area, one that lists books that children would use, and books that contain teacher information. A section on films and filmstrips may also be in order.[30]

Certainly developing a craftsperson-like mastery over the act of teaching involves the preparation of materials and activities, and it is reasonable to include such forms of undergraduate involvement in a methods course. Preparation of such materials and activities flows out of initial competencies geared to the purpose of social inquiry, the disciplines, and methods of inquiry, but, the conceptual focus and unity of the MBM proved lacking in the initial competency activities. The MBM clarity of focus cannot be expected within the instructional materials and experiences evolving from an MBM-less set of experiences. Being able to "identify commonalities of social studies instructional design" and being able to "establish a set of learning materials appropriate to the models" does not mean emphasis with an MBM clarity. Inquiry strategies based upon a reconstructed logic could be combined with values clarification techniques to deal with situational stories such as "The Big Cookie." No matter how competent the arrangement of materials and activities, the MBM clarity remains absent.

The module on Using Role Playing in the Primary Grades may be utilized to illustrate the manner in which an MBM-less focus could generate competent, but impotent, instructional materials and procedures. An

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[30] E. Riley Holman, Individualized Social Studies Methods Class, (Unpublished paper: West Chester State College, p.d.), p. 17.

undergraduate could easily opt to combine concepts, generalizations, inquiry, values clarification, and role playing into one set of materials and activities. Situation 5, from the role playing module, offers a focus for the hypothetical MBM-less study.

> Joe, whose father is a dealer and whose mother is a waitress, gets an allowance of five dollars per week. Sam, whose father is a store clerk and whose mother is a housewife, gets one dollar per week. Joe has a super bike which Sam likes very much. He decides to ask his father for a raise in allowance so that he can save for a bike.
>
> Starting Point: Sam is asking his father for a raise in allowance.
>
> Possible Resolutions: Sam's dad yells at him and says no; Sam's dad says no and explains their financial situation; Sam's dad criticizes Joe's father for being so generous; Sam's dad agrees to give Sam a raise, knowing he cannot afford it, just to be rid of the problem temporarily.[31]

The undergraduate might opt for a concept such as discretionary income, a generalization that as income level increases, the amount of discretionary income increases; set up inquiry experiences in which the children determine if discretionary income exists within their families, and clarify their values concerning material desires such as super bikes. All of the experiences could be culminated in the role playing dealing with the dilemma of Situation 5. Such design of instructional materials and activities may appear competent, yet not make clear the MBM thrust to link personal experience with institutional arrangements and social structure. Implementing the MBM orientation would additionally require relating discretionary income to social class location and the tendency for jobs outside the managerial and technical levels to pay less no matter what the actual effort required to perform them well. Behavioral

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[31] Giles, Module 2.12 Using Role Playing in the Primary Grades, p. 17.

objectives, multi-media, questioning strategies, factual and higher order questions, concepts and generalizations, inquiry techniques, values clarification, and proper sequencing of activities do not necessarily provide the conceptual clarity of the MBM. In and of themselves, such instructional and material competencies are not capable of conceptual cohesion.

The third major component of CBTE programs in social studies deals with the demonstration of competency in working with students. Craftsperson-like mastery does require opportunity to actually engage in the craft itself. Developing teaching skill certainly requires an opportunity to engage in the act of teaching on a sustained basis. CBTE and the MBM both accept the notion that undergraduates need an opportunity to teach. CBTE emphasizes specific teaching skills and objective methods of evaluation. The MBM emphasizes the total context of component teaching skills and admits the judgmental nature of the evaluator's assessment as performance takes place. The construction of objective instruments to achieve specific numerical ratings merely hide the role of the evaluator to make judgmental decisions based upon mastery of the teaching craft. In the case of a role playing demonstration, an undergraduate must obtain a total rating score of eight in order to achieve competence. Each element of the role playing evaluation may be scored 3. 2, or 1.

A. Level of Preparation and Implementation

Teacher has developed an excellent, supportive atmoshpere and abundant rapport with pupils; generates a high level of enthusiasm.	Teacher has developed an adequate, supportive atmoshpere and sufficient rapport with the pupils; generates ample enthusiasm and creates a satisfactory flow of action.	Teacher has developed little supportive atmoshpere and insufficient rapport with the pupils; generates very little enthusiasm and develops an irregular flow of action.[32]
3	2	1

[32] Ibid., p. 9.

Comments:

The format repeats itself for B. Implementation of the Strategy, C. Guidance of Students, and D. Quality of Situation Presented. Despite the use of numerical scoring and a public statement of the criteria for each score, the judgmental basis for decisions remains. Nothing in the numerical score or the criteria can be considered an attainment of CBTE precision. Judgment based upon experience with teaching determines the scope of evidence which separates "an excellent, supportive atmoshpere" and an "adequate supportive atmosphere." Specifying examples of each element still requires judgment of the supportinve statements and behaviors. The same supportive behaviors may be genuine and natural in one undergraduate and forced in another. Certainly it benefits the undergraduates and the profession to point out a variety of specific behaviors, procedures, and materials which contribute to the success of a lesson. However, such specificity does not go beyond the craftsperson's mastery of techniques and materials to the craftsperson's ability to integrate each technique and component materials into a whole. The specificity of such a module and rating scales still leaves the determination of competence within the judgment of the observer and does not assess competence in terms of student outcomes as measured empirically.

The achievement of competence also proves interesting in terms of the Houston model. Components III and IV deal with part-time laboratory teaching of social studies followed by full-time student teaching. Assessment guidelines utilized in the assessment of competence in student teaching include:

- Justifies objectives and plans in terms of recognized curriculum guidelines and the characteristics of a particular teacher situation.

- Selects and uses a variety of films, books, current publications, documents, etc., to support learning objectives.
- Identifies and selects materials and resources compatible with objectives for a given pupil population.
- Organizes knowledge acquisition strategies around concepts and generalizations.
- Designs strategies to teach the use of scientific modes of inquiry and techniques of social scientists as tools for solving problems, making decisions, or applying and processing knowledge.
- Develops strategies to encourage pupil participation in social action projects.
- Identifies positive and negative attributes in teaching toward concept attainment.
- Uses dilemmas and questioning strategies to identify and clarify values.
- Uses questioning techniques consistent with a values clarification model.
- Helps students recognize the role of values in human behavior.
- Involves pupils in both independent and group inquiry.
- Involves pupils in situations which require the application of critical thinking skills to identify problem solutions and/or make decisions.
- Selects and implements activities to develop skills in gathering, processing, and analyzing data.
- Assists pupils in planning and implementing a social action project based on identified social studies goals and objectives.
- Identifies and implements activities for social participation through simulation, gaming, and role playing.[33]

The particular assessment guidelines prove interesting in light of the CBTE thrust for "publicly known criteria for the assessment of achievement" and "consequence competencies which specify what changes the teacher will cause to occur in others."[34] Although the criteria are obviously stated publicly, they do not actually provide clearly stated evidence for achievement. Two different persons could attempt to demonstrate competence and do all of the above requirements. The significant difference between competence in one and incompetence in the other again rests in

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[33]Shomburg, "Integrating the Social Studies Component in a CBTE Model," pp. 67-68.

[34]Loye P. Hollis, "Competency Based Teacher Education: Past, Present, and Future," in ed. Felder, p. 48.

the judgmental decisions required of the cooperating teacher and the university faculty. Particularly interesting is the lack of clear guidelines concerning the actual change in behavior which should occur in students taught a particular lesson. The stated assessment criteria do deal with aspects of social studies which can be developed as one teaches. None of the stated assessment criteria, however, deal with the manner in which one criteria should interact with another to create a conceptually adequate social studies. Inquiry strategies, questioning techniques, concepts, and decision making could be integrated into an activity and a specific assessment criteria set forth to require conceptual unity at the MBM. Even with the possible inclusion of varied holistic assessment criteria, the ultimate assessment of competence rests in judgmental decisions by the evaluators and not in absolute empirical data drawn from the behavior of the undergraduate or the behavior of the learner. The MBM recognizes and accepts such ambiguities in light of what it means to possess a craftsperson-like mastery over the act of teaching. The CBTE model falls short of its self-proclaimed standards and does not deal effectively with ambiguity.

CBTE, then, addressess itself to developing competence in background information concerning the purpose of social studies, developing competence in the design of instructional materials and activities, and developing competence in the actual delivery of teaching to students. The critique of CBTE suggests that conceptual unity of the MBM translates into continued fragmentation in the development of instructional materials and in the delivery of classroom instruction. While clearly stating levels of competence regarding the basic purpose of social studies, CBTE accepts the notion that all visions of social studies are created equal. Accepting

a notion of equality among purposes translates into instructional materials and strategies possessing technical competence, but lacking conceptual adequacy to help students clearly see the connection between personal experience and institutional arrangements which make social structure possible. CBTE rightfully stresses the need for undergraduates to actually teach children. Yet the articulation of assessment criteria state a large number of competencies without also articulating competencies which integrate one with another. The urge to enumerate without first achieving the conceptual unity of the MBM results in continued enumeration without conceptual unity. CBTE rightfully declared war on the nonsense often disseminated in social studies methods courses. Who wouldn't? Yet the MBM provides the conceptual focus to go beyond the articulation of specifics characterized by the CBTE approach. It is to an example of the MBM within a social studies methods course and field-based lab to which we may now turn.

The MBM: Implementation

Implementing the MBM in a field-based elementary social studies course occurs in the teacher preparation program at Tennessee Technological University. The MBM social studies methods course provides undergraduates with a full quarter in which they teach children one hour each day. Separate full quarter teaching experiences are provided in mathematics and reading methods. The elementary social studies methods course occurs within the normal framework of the quarter system and is blocked with a second course. The undergraduates register for a total of eight credits in the elementary social studies block and take between six and nine additional credit hours.

Elementary Social Studies Component

ELED 312	Elementary Social Studies Methods	3 Credits
FOED 330	Evaluation and Guidance	3 Credits
FOED 281	Seminar for Paraprofessionals (Lab)	2 Credits

Scheduling

ELED 312	Tuesday and Thursday	2:00-3:30
	in the school cafeteria	
FOED 330	Monday and Wednesday	2:00-3:30
	in the school cafeteria	
FOED 281	Monday through Friday	1:00-2:00
	in a classroom	

With the exception of the first two class meetings, all classes are taught in the cafeteria of the host elementary school. Students begin to teach social studies within one week after their placement in the classroom. In addition, the evaluation and guidance course makes use of social studies teaching and evaluation as the basis for class discussion.

The MBM elementary social studies methods course consists of two major parts. The first part of the course deals with the definition of social studies. The second part of the course deals with involvement by the undergraduates in a wide variety of methods and materials exemplary of the MBM definition of social studies. The first part of the course occupies four class periods with the remainder of the course offering the undergraduates an intensive experience in the implementation of the MBM perspective at the classroom level. The first portion of the course sets forth Mill's thought as it has been set forth in the initial discussion of this paper. Specific examples such as McDonald's, Coca-Cola, and Kroger's provide simple illustrations of the relationship between personal experience and institutional arrangement of the social structure. Drawing from Clements, Fielder, and Tabachnick, a specific definition emerges of social studies as the gathering, examining, transforming, and interpreting

of social data for the purpose of helping children understand the meaning of their own lives through the illucidation of the connection between personal experience and institutional arrangements. Nine categories of data provide specific guidelines for selection of instructional materials and include all the possible types of data which might be utilized.

Category 1: Things made by machines or by hand crafting. This category includes items ranging from the automobile, Coca-Cola bottles, and can openers to hand crafted quilts.

Category 2: Messages. The message category includes letters, diaries, newspapers, billboards, Holiday Inn directories, prison records, telephone directories, A & P advertisements, and any other item designed to send communication from one person to another.

Category 3: Social studies textbooks. This category of data proves difficult to handle and is discouraged in the methods course. The great temptation of the textbook is to succumb to the belief that its contents must be covered and its factual contents mastered.

Category 4: People's memories. The memory of persons can be very useful when studying about a topic based upon the experiences of persons still alive. A World War I veteran can provide excellent data concerning life in the trenches.

Category 5: Art. This category recognizes the capacity of painting, sculpture, dance, and music to provide data about the person and the society from which it was produced.

Category 6: Mechanical reproduction of events. This category deals with the capture of events through the use of the camera, tape recorder, and motion picture camera. The holocaust of Nazi Germany becomes all too real when photographs and film provide their grim documentation.

Category 7: Interview and questionnaire data. Persons may be asked questions concerning their opinions and habits on a variety of subjects.

Category 8: Data obtained by observing persons. Observing and recording the behavior persons can provide evidence concerning their life style, values, patterns of interaction, and social status.

> Category 9: Data obtained by being a participant observer. This category differs from category 8 in that the observer may become a part of the group being studied.[35]

Lecture relates the nine categories back to the basic requirement that social studies means the gathering, examing, transforming, and interpreting of social data for purposes of making clear the connection between personal experience and the institutional arrangements of social structure. Finally, the definition of social studies includes the caveat that both the logical and alogical dimensions must be present in the process. Reason and facts do discipline each other, but imagination, intuition, and personal experience all must play their part. Having defined social studies and its key components, the remainder of the social studies methods course involves an intensive encounter with materials and teaching strategies designed to put the MBM into classroom terms. At the same time, the undergraduates are working with children on a daily basis and are expected to implement the underlying principles of the MBM as well as specific materials and techniques within the specific context of the host classroom.

The case study of McDonald's hamburger empire provides an example of how the MBM translates into the methods course. First, a brief overview of McDonald's places the topic in perspective concerning the reason for its selection as an investigation for children. McDonald's first and foremost is part of the life of almost every child. McDonald's is biographically relevant. McDonald's also provides an excellent case study of the institutional arrangements of contemporary social structure. McDonald's illustrates a multinational corporation geared to the

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[35]H. Millard Clements, William R. Fielder, and B. Robert Tabachnick, Social Study: Inquiry in Elementary Classrooms, (Indianapolis, Indiana: Bobbs-Merrill, Company, Inc., 1966), pp. 19-20.

implementation of mass production, standardization, and the manipulation of the mass media to reach the nuclear middle class family. The McDonald's empire adheres to the virtues of hard work, cleanliness, quality, value, and service with maximum rewards for the corporate executives, owners, and managers with minimal rewards for the crewpersons who make up a majority of the workers. From top to bottom, McDonald's is not at all unlike the overall structure of America society. McDonald's not only preaches the values of hard work, cleanliness, value, and service, but possesses intricate mechanisms to insure the behavior of executives, owners, managers, and crewpersons in order to achieve them. Through Hamburger University in Chicago, Illinois, the McDonald's ethic, behavior standards, and procedures for achieving them find transmittal. Down at the level of the crewperson meeting the customer there is no freedom. Not only are the techniques for Big Mac production standardized, but the rituals for customer interaction are prescribed. If one wants visible evidence of how persons are liberated and repressed, as well as the type of persons common to this society, McDonald's provides simple direct data. From such an overview the methods course then turns to an extended set of experiences with data sources and activities appropriate for the elementary classroom.

The first experience involves the students in a simple interview which makes them a data source concerning their personal experience with McDonald's.

McDonald's Interview Form

Directions: Make a mark (|) for each answer you get.

HAVE YOU EVER:

1. Heard of McDonald's? Yes_____ No_____
2. Seen a McDonald's? Yes_____ No_____

3. Seen McDonald's on TV? Yes_____ No_____

4. Eaten at McDonald's? Yes_____ No_____

5. Eaten at McDonald's more than once? Yes_____ No_____

6. Did you go to McDonald's with:

   a. Father?_____ b. Mother?_____ c. Brother_____

   d. Sister?_____ e. Friends?_____ f. Grandparents?_____

   g. Other?_____

7.

_____ _____ _____ _____ _____

8. What is your favorite food at McDonald's?

   a. Hamburger_____ b. Cheeseburger_____ c. Big Mac_____

   d. Quarter Pounder_____ e. French Fries_____ f. Coke_____

   g. Egg McMuffin_____ h. Other_____

9. How much money does your own food cost at McDonald's?

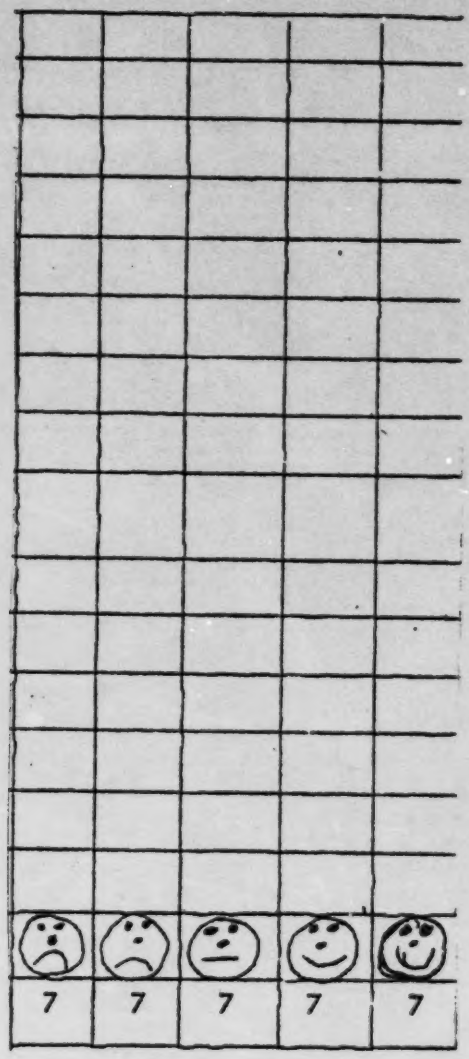
   a. Less than $1.00_____ b. Less than $2.00_____ c. More than $2.00_____

10. Do you know who is Ronald McDonald? Yes_____ No_____

11. What is Ronald McDonald? a. A Witch_____ b. A Clown_____ c. A Teacher___

Such an interview provides data which can be transformed through simple graphing techniques and subsequently analyzed.

McDonald's Interview Form (Page 2)



The analysis makes possible a wide range of assumptions about McDonald's which may be subsequently analyzed in greater depth. Factual and analytical questions include: Is McDonald's something which most people have seen? Have most people been to McDonald's at some time? Have most people eaten at McDonald's more than once? Does it cost a lot of money for each person to eat at McDonald's? Why did almost everyone know who Ronald McDonald is? Why did almost everyone mark one of the happy faces? Following such analysis a variety of specific investigations take place.

Using McDonald's corporate annual report provides data for an inquiry into the targeted population which McDonald's projects as being their ideal customers. Using pictures of customers and Ideal Customer Image form provides guidance in determining the type of persons McDonald's sees as being essential to their continued success.

Is the person pictured :

1. Mother_____
2. Father_____
3. Children Under Age 12
   a. Boy_____
   b. Girl_____
4. Junior High School Age
   a. With parents_____
   b. Without parents_____
5. High School Student
   a. With parents_____
   b. Without parents_____
6. College Student_____
7. Grown-up (adult) alone_____
8. Looks Like A Grandmother_____
9. Looks Like A Grandfather_____
10. Neat and Clean_____
11. Smiling_____

From such data it becomes readily apparent that the American middle class nuclear family provides an essential, basic target for McDonald's. The pictures also make abundantly clear the American ethic of cleanliness and

neatness not only extends to McDonald's customers, but to McDonald's restaurants themselves with the conscious absence of jukeboxes and telephones to discourage loitering. Such data analysis points directly to the types of persons who characterize the times in which we live.

A similar activity deals with the type of persons who own McDonald's restaurant franchises. Since McDonald's attempts to attract persons with certain values and attempts to reinforce those same values, a visual analysis based upon pictures from the annual reports provides insight. The activity consists of a series of slides picturing McDonald's franchise owners.

McDonald's Francise Owners

Characteristics	Opposites
1.	
2	
3	
4	
5	
6	
7	
8	
9	

As each slide is shown, a variety of questions can be asked. Is the person neat and clean? Does he or she look like they enjoy McDonald's? Does the person dress in extreme fashions? Is the hair style attractive? Far Out? Conservative, yet current? Is the person family oriented? What do the golden arches on the tennis suit tell you about how much the person likes owning a McDonald's? Do the golden arches on the blazer and on the necktie tell you anything about the person? Do you ever wear a symbol on the helmet or the jersey? If you are a member of a team are you supposed to work hard? What is the extreme opposite of hard working? What is the extreme opposite of a team person? What is the extreme opposite of clean and neat? What is the extreme opposite of liking children? Following the analysis of the franchise owners, students then create a drawing of the composite person which would be the complete opposite of the McDonald's franchise owner set of values. Such an activity also follows Mill's own suggestion to think imaginatively in terms of opposite in order to more clearly see the qualities which exist within a given society.[36]

Analysis of McDonald's manipulation of the media in overt advertising leads into subsequent involvement with the corporate social policy dimension. McDonald's engages in a wide variety of activities which attempt to project an image of a good citizen. Local restaurants are expected to engage in community activities and some $440,000 of McDonald's corporate funds are administered through the Director of Corporate Social Policy. Evaluating the corporate citizenship dimension utilizes a wide

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[36] Mills, The Sociological Imagination, pp. 213-214.

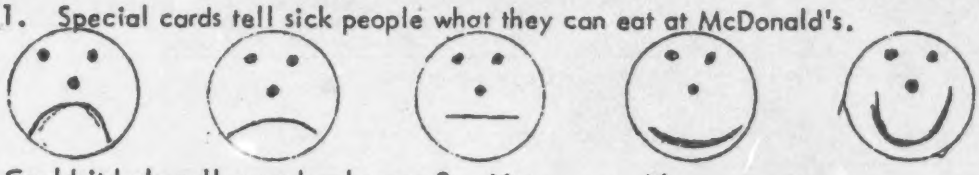
variety of data drawn from McDonald's corporate annual reports, newspaper articles, magazine articles, advertisements in magazines, and materials distributed by McDonald's at the local level. Analysis of the data occurs through a simple Likert Scale framework modified to a visual presentation.

Citizen Mac Evaluation Form

Directions: Make an X over the face which shows how you feel about McDonald's as a citizen.

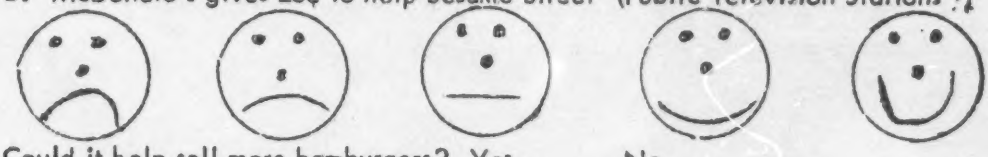
WHAT KIND OF A CITIZEN IS MCDONALD'S WHEN:

1. Special cards tell sick people what they can eat at McDonald's.



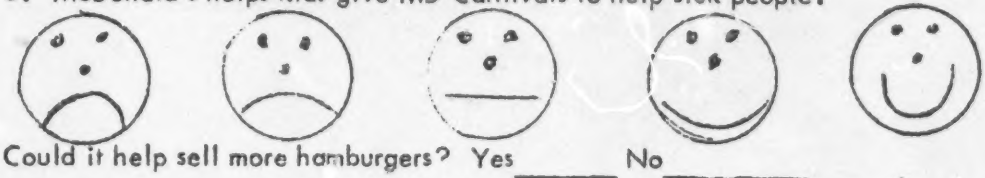
Could it help sell more hamburgers? Yes_____ No_____

2. McDonald's gives 25¢ to help Sesame Street (Public Television Stations)?



Could it help sell more hamburgers? Yes_____ No_____

3. McDonald's helps kids give MD Carnivals to help sick people.



Could it help sell more hamburgers? Yes_____ No_____

Each item may be evaluated in terms of its citizenship dimensions. In addition, a subsequent question deals with the possible benefits for McDonald's having engaged in the good citizen activity. Even second graders in Crossville, Tennessee, have been able to determine that

McDonald's citizenship activities also hold out the promise of increased sales of Big Macs and Egg McMuffins. Summary questions develop the relationship of corporate citizenship to the analysis of advertising which preceeded the citizenship activities. Did the advertisements help sell more hamburgers? Did some of McDonald's "good works" appear in magazines? Did some of McDonald's "good works" appear on television? Did persons get some of McDonald's "good works" in a McDonald's restaurant? How are the advertisement and the "good works" alike? Do they both sell more hamburgers for McDonald's?

A wide variety of additional data sources and activities involve the undergraduates with the multi-national character of McDonald's, patterns of location for individual restaurants, the quest for growth, and McDonald's history. The final activity makes use of the data pool technique to involve undergraduates in an evaluation technique which at once makes one relate facts to concepts into an organizational pattern which best explains the McDonald's phenomenon.[37] Essentially, the data pool consists of facts and concepts typed onto a grid, cut up into individual slips, and placed into an envelope. Each student or group of students receives an envelope containing a McDonald's data pool.

McDonald's Data Pool

Breakfast	Egg McMuffin	Scrambled Eggs
Hot Danish	Coffee	Coke

[37] Ted Feely, Jr., "The Data Pool Technique," Social Education, Vol. 39, No. 5, pp. 322-324.

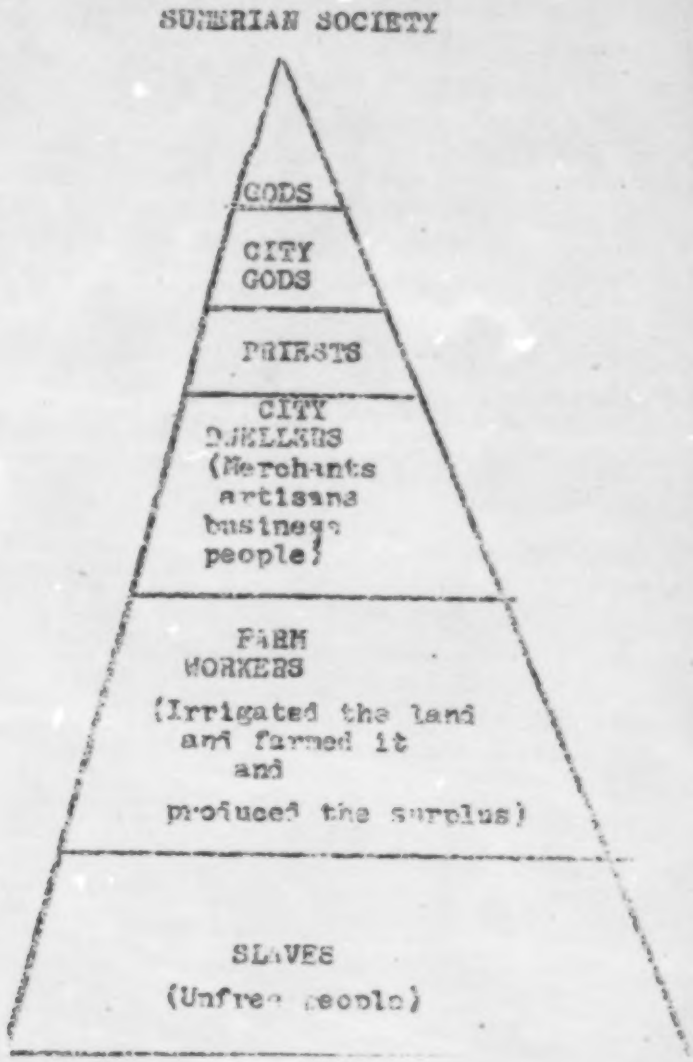
Hamburger Cheeseburger	Big Mac Filet of Fish	Quarter Pounder French Fries
Shakes	Golden Arches	Ronald McDonald
Advertising	We Do It All For You	You. Youre The One
Keep Your Eyes On Your Fries	Standardization	Mass Production
Cookies	Corporation	Multinational
Families	Children	Hot Cakes and Sausage
Oak Brook,Illinois	Hamburger University	Clean
Diabetes Exchange	Citizenship	MD Carnivals
All-American Basketball Team	Hot Apple Pie	Franchise
Intersection	Interstate	Central Business District

Throughout the process of arranging the data pool facts and concepts must be related to one another and a continual rearrangement takes place as new insights occur and are applied. Imaginative and intuitive leaps must be confirmed by the logic of the relationship between facts and concepts in a wide range of thinking skills which characterize the MBM.

Throughout the course of the quarter, the social studies methods course relates directly to the field-based teaching of the undergraduates in their respective host classrooms. Because of the MBM, the data

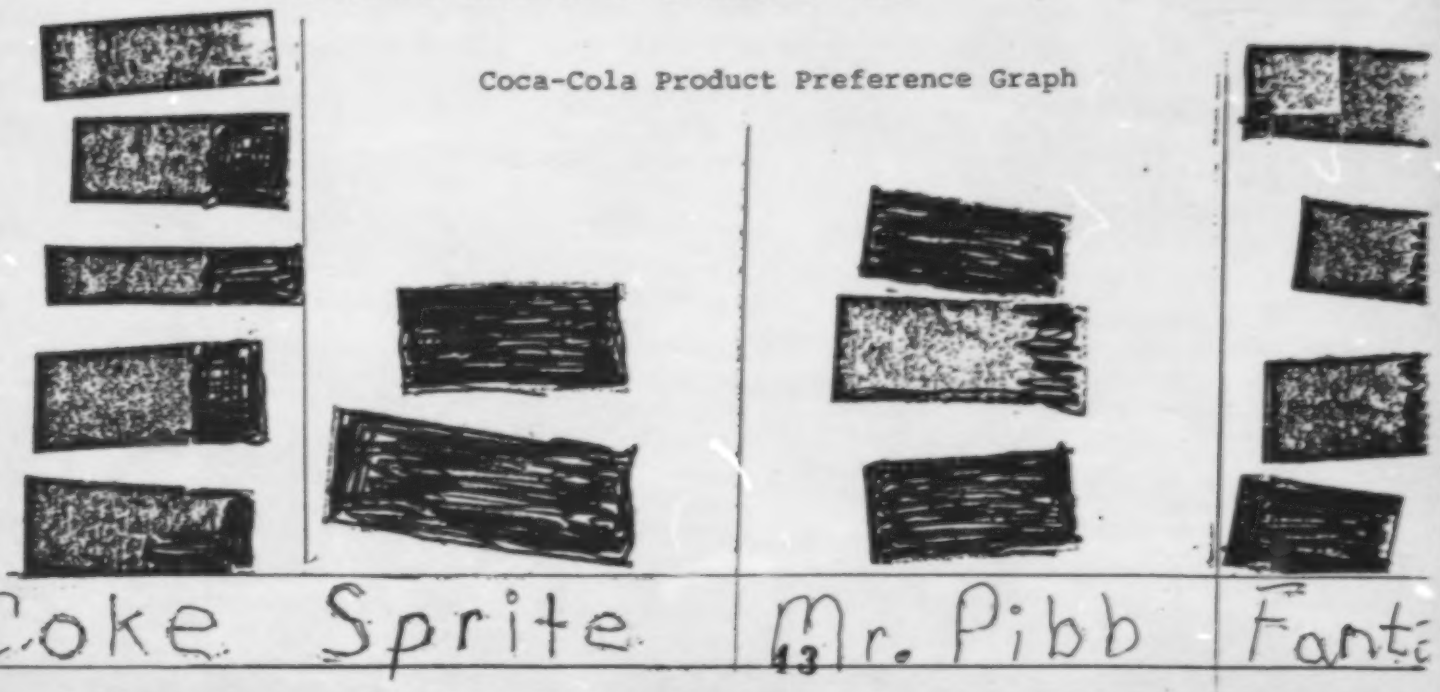
sources and activities assume a quality which relates the varied topics to the lives of the children themselves while focusing on the institutional arrangements of social structure. For example, one undergraduate worked her way out of the unfortunate dilemma of utilizing a social studies text dealing with a unit on ancient history. The MBM helped direct the undergraduate to relate the rise of cities back to the sixth graders home city, Cookeville, Tennessee, while at the same time clearly delineating the power an inequities of Sumerian social structure.

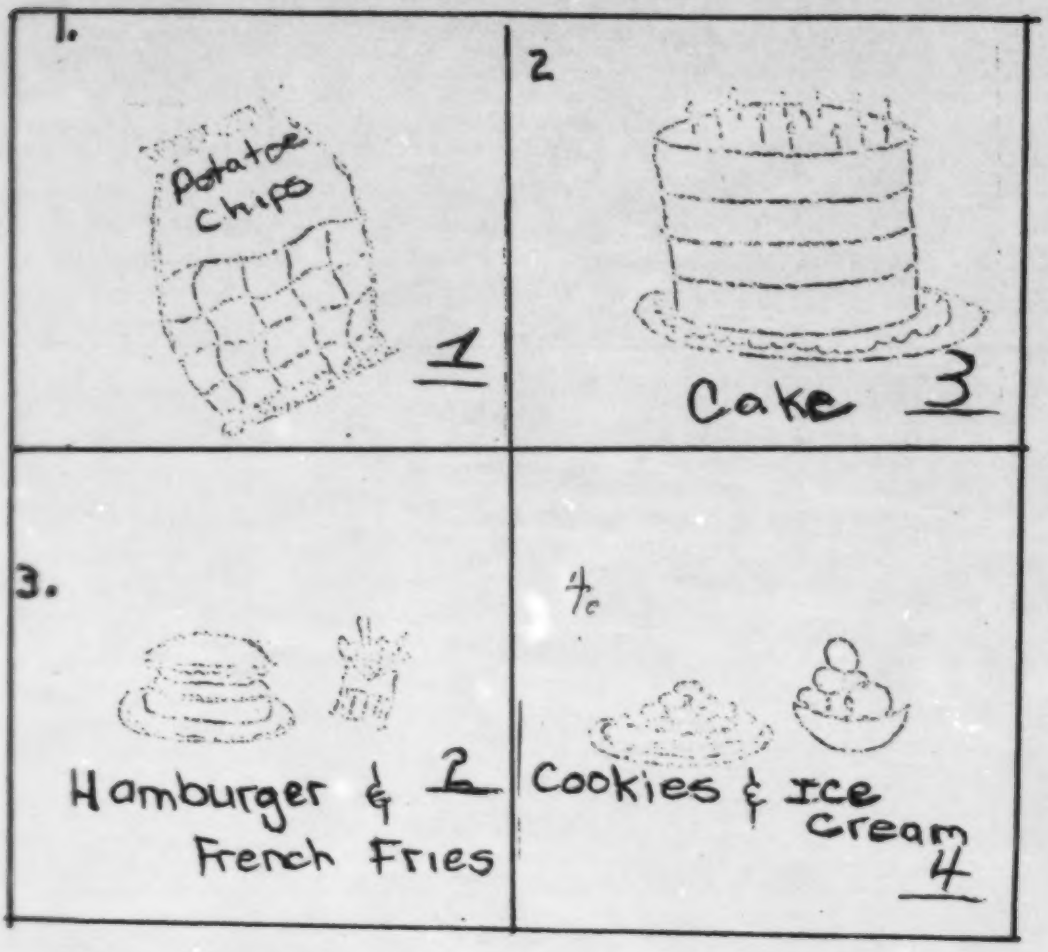
Cookeville	Sumer
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



While relating directly to Cookeville, Tennessee, through the comparison chart a wide variety of comparison questions relates the inequities of Sumerian social structure to differentiation in power, wealth, and status within the existing social structure in the United States. In a similar manner shopworn topics such as Mexico take on a MBM dimension by relating specific data to the overall Mexican social structure. Pictures of Mexican peasants no longer represent happy illiterates, but fit into a specific location within the social structure. Mexico becomes something more than pinatas to first graders.

In a similar manner, the undergraduates bring a thrust to social studies instruction unlikely without the MBM. Third graders have engaged in the same McDonald's activities and data sources described in the preceding paragraphs. First graders engaged in social study of Coca-Cola which proves personally real and institutionally significant. The Coca-Cola inquiry involved first graders interviewing each other concerning their preference for the diverse products of the corporation as well as plotting data from bottles and photographs to determine the national and multinational character of Coke.





From such interviews and simple graphs data existed such that simple factual and interpretive questions helped first graders analyze the meaning of the product which infilitrates their daily lives. Mechanization, standardization, mass production, and job role differentiation also provided the thrust for activities in which Coca-Cola products were tasted, the production simulated, and the Coca-Cola plant visited. Throughout each quarter undergraduates strive to implement the MBM model in the selection of data sources, involvement, and topics. The MBM also

becomes the basis for evaluation throughout the quarter as well as the final summative evaluation at the quarter's end.

Evaluation based on the MBM stresses two major components. The first component deals with the ability of the undergraduate to select topics which related to the personal lives of children or clearly link culturally, geographically, and chronologically distant topics to their lives. Such a distinction proves important in light of the freedom or lack of freedom within the host classroom. Some host teachers allow the undergraduate to select any topic(s) for their teaching whereas other host teachers require the topics to be dictated by the county adopted textbook series. If a clear connection to the lives of children proves missing, then the feedback specifically stresses specific steps which should be taken to make such linkages apparent.

Critique of a Third Grade Activity
New York City and Red Rock

This critique of a methods student dealt with a lesson dervived from a social studies textbook in which New York City and "Red Rock" were contrasted. Specific elements of the critique which related to the linkage of the material to the lives of the children and to the social structure of each city included:

A comparison chart or retrieval chart could be useful and could bring in a comparison to Cookeville. As per methods class specific concepts such as technology, social structure, goods and services etc. could be analyzed through the use of such a chart.

New York						
Red Rock						
Cookeville						

> In addition to text sources you may find telephone directories, maps, and newspapers useful data sources to deal with New York. The Tech library will give you back copies of the New York Times. The telephone company can help provide you with phone directories. You are welcome to use my National Geographics. There are a lot of products with New York origin or company headquarters which kids know. A simple data sheet could have kids record usage of New York products used in their home.
>
> Social structure of New York, Red Rock, and Cookeville can be easily diagramed as per methods class example. Each person-occupation can be related to social strucute. Specific factual and higher order questions can be developed regarding wealth, power, status. Comparisons to Cookeville can be developed.

Such feedback becomes particularly significant in light of the common sense experiences of the undergraduates in their own elementary schooling and the common sense perceptions of the host classroom teachers. Community helpers, Tennessee, Japan, and the flag still populate the mental byways of undergraduates and host teachers alike with the full complement of unfortunate meanings associated with them. Japan, then, must be more than Kimonos, chopsticks, and Mt. Fuji. Japan must also be Honda, Kawasaki, Toyota, Datsun, Panasonic, and Sony produced in an urbanized, mechanized, and corporate nation whose products populate our daily existence. Tennessee must be more than Andrew Jackson, Daniel Boone, and David Crockett. Tennessee must also be Holiday Inns, Opryland, and sunbelt migration tied into contemporary American social structure. Continual feedback through informal conferences as well as formal written observations continually push the undergraduates to apply the MBM framework to the specific classroom situation in which they find themselves.

The second evaluation component deals with the mechanical components which interact to create the flow of aprticular activities. While each component can be identified and discussed separately, the thrust of

evaluation does not focus on one isolated component. Rather the specific components are identified as they contribute to the continual ebb and flow.

Critique of a Third Grade Activity
City Planning

> In this activity the methods student began to develop concepts concerning the requirements of cities. Specific comments stressing the mechanical dimensions of teaching included the following:
>
> A specific discipline technique could be useful to help you focus their attention and energies. You may use a technique of your own or one of the verbal/nonverbal techniques mentioned in class.
>
> An introductory discussion should be utilized to focus kids attention on key concepts, big ideas about the nature of cities. Questions could deal in part with personal experience related to Cookeville.
>
> You need to get into the heart of the lesson as soon as possible. Specific introduction, discipline technique, and having all your materials ready can help make a smooth transition possible.
>
> Why is the kids idea about a football stadium not appropriate? Sports is common to cities, is big business, and relates to social structure. You should consider accepting contributions and refining them through questions.
>
> Data sources are needed. Concepts, big ideas can't be developed without data sources and involvement.
>
> Discipline problems tend to decrease as involvement with data sources increases. Good social studies can help minimize discipline problems. We shouldn't blame the kids if they get don't pay attention when there really isn't anything to do.

In such a critique there exists specific unstated assumptions concerning the role of the person as one engages in involvement with data and activity. Active involvement with data means that children in part become shapers of their own understanding. While the critique focuses overtly the presence or absence of involvement with data sources and the mechanical

flow of execution, the unstated concern to maximize the learner as shaper of knowledge receives emphasis. Such evaluation recognizes the need for specificity, yet lives comfortably with the reality that not all learner outcomes can be specified or conveniently measured. The evaluation process does not stress numerical rating scales which apparently minimize the ability of the evaluator to make judgmental decisions based on a total range of interacting factors as the undergraduate teaches children. The thrust of such evaluation seeks to guide undergraduates on the first steps toward becoming craftspersons capable of implementing the MBM in social studies instruction.

Summary

This discussion sought to elaborate the manner in which thoughts derived from C. Wright Mills provided a conceptual unity to the theory and implementation of social studies in a teacher preparation program. Rather than accepting the cultural pluralism of numerous competing visions of social studies as created equal the MBM provides a conceptual thrust which integrates a variety of legitimate social studies goals. Linking personal experience and institutional arrangements of social structure makes democratic purposes firmly rooted in social inquiry and derived from a respected tradition in social science. The MBM is at once humanistic and democratic: It stresses providing persons with an understanding of their own lives and supports a democratic use for knowledge in the shaping of society. CBTE and the MBM do not differ on the need to involve undergraduates in the creation of instructional materials and the need to begin working with children in order to make a social studies methods course of use to the undergraduate and to the profession alike. CBTE and the MBM differ in that the potpourri of disciplines,

social studies traditions, data sources, and instructional strategies are not created equal. The MBM begins with conceptual unity and establishes a unity of thrust as undergraduates develop data sources and teaching strategies to be utilized with children. The evaluation process in the MBM requires specificity, judgment, and a sense of the whole without accepting measurable outcomes as the necessary basis for valid feedback. The MBM does not reject CBTE and offer nothing in return as do some CBTE critics. At a meeting of teacher educators, a student teacher asked a renowned philosopher of education--and critic of CBTE--what advice he could give to her as a beginning teacher. The renowned philosopher stated that he could give no useful advice and that the student teacher should simply close the classroom door, cope as best she could, and learn from experience. Adopting the MBM stance means that a whole tradition and application to classroom life exists which can be offered to persons as a valid guide to working with children. The MBM alternative to CBTE and many of its assumptions stresses a useful quality of life for implementation into the social studies profession.

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